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**Cover Sheet for In-State Institutions**  
**New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Loyola University Maryland
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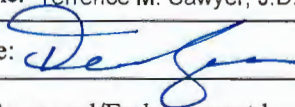
*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input type="radio"/> New Academic Program        | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration   | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval   | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program          | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> OR*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 44772	Amount: 250.00	Submitted:

Department Proposing Program	Teacher Education		
Degree Level and Degree Type	Master of Education		
Title of Proposed Program	Special Education		
Total Number of Credits	40		
Suggested Codes	HEGIS: 80800.00	CIP: 13.1001	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer    Year: 2024		
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalogue.loyola.edu/index.php">https://catalogue.loyola.edu/index.php</a>		

Preferred Contact for this Proposal	Name:	David Mack
	Title:	Academic Program Development Specialist
	Phone:	(410) 617-2317
	Email:	dsmack@loyola.edu

President/Chief Executive	Type Name:	Terrence M. Sawyer, J.D.
	Signature:	 Date: 2/15/23
	Date of Approval/Endorsement by Governing Board:	02/15/2023

Revised 1/2021



## LOYOLA UNIVERSITY MARYLAND

— 1852 —

### *Office of Academic Affairs*

June 15, 2023

Sanjay Rai, Ph.D.  
Acting Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street, 10th Floor  
Baltimore, MD 21201  
Sent via email: [acadprop.mhec@maryland.gov](mailto:acadprop.mhec@maryland.gov)

Dear Acting Secretary Rai:

Loyola University Maryland is pleased to submit a substantial modification to the Special Education M.Ed. The proposal is to relaunch the Special Education program, with new energy and more focused purpose. The proposed modifications update the coursework to meet MSDE outcomes for initial certification special educators. The program will help meet Maryland employment needs in the critical shortage area of elementary and secondary level school special education. The proposed modifications meet the University's mission and address the 2022 Maryland State Plan for Higher Education's goals and priorities.

The proposal was approved by Loyola's Academic Senate and the Board of Trustees. The President approved the proposal, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program modifications and submit the proposal for your recommendation for implementation. Should the Commission have any questions about the proposal, please contact Mr. David Mack, Academic Program Development Specialist, at 410-617-2317 or [dsmack@loyola.edu](mailto:dsmack@loyola.edu).

Sincerely,

Cheryl Moore-Thomas, Ph.D., NCC  
Interim Provost and Vice President for Academic Affairs

DSM

cc: Dr. Afra Ahmed Hersi, Interim Dean, School of Education  
Mr. Matthew Power, President, Maryland Independent College and University Association  
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association

LOYOLA UNIVERSITY MARYLAND,  
A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,  
PROPOSAL FOR A SUBSTANTIAL MODIFICATION OF A DEGREE PROGRAM:  
SPECIAL EDUCATION M.Ed.

Submitted in accordance with state regulations found in COMAR 13b.02.03.

on  
February 15, 2023

Loyola University Maryland  
School of Education – Teacher Education Department

Executive Summary – M.Ed. in Special Education

The Teacher Education Department is proposing a re-launch and substantial modification of the M.Ed. in Special Education program. Upon completion of the program, candidates will be eligible for initial certification through the Maryland State Department of Education, with two options: Elementary/Middle (grades 1 – 8) or Secondary/Adult (grades 6 – adult). The updated program will be housed in the department along with other successful programs leading to initial certification. At this time, the program will focus solely on initial certification and will not include an advanced program for certified teachers.

Modifications to the program include:

- Curriculum intended for initial certification candidates only at this time
- Updated course sequences to meet updated Maryland State Department of Education outcomes for Special Educators (See Appendix B)
- Updated course syllabi/materials/outcomes to prepare candidates:
  - For traditional and virtual classrooms
  - With the most updated strategies for meeting the learning needs of exceptional children
  - To meet social and emotional learning needs of children
  - For working with culturally and linguistically diverse learners
- Basic skills assessment for entry to program can be met with a 3.0 or higher GPA from most recent degree or passing scores on basic skills exam (per MSDE policy)
- Reduction in prerequisite coursework for entry to program so that learning outcomes are met throughout the program
- Passing score on the nationally scored edTPA (Teacher Performance Assessment) for Special Education added as an exit requirement

Rationale: Maryland has been facing a shortage of educators for many years, exacerbated by the pandemic. Approximately 50% of applicants for MSDE teacher certification in Maryland come from other states. Special education remains a critical shortage area. Many school systems are offering financial incentives and higher salaries for special educators to provide special education students with the services they need. This program will create a pipeline of qualified special educators into Maryland's schools.

Based on the critical need for special educators in the region, the Teacher Education Department has a responsibility to help create a pipeline of qualified teachers. By offering a renewed program focused on preparing candidates for certification in special education, Loyola University Maryland hopes to help increase the number of special educators who enter and stay in the profession to serve as advocates for children with exceptional needs.

#### **A. Centrality to Institutional Mission and Planning Priorities:**

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Loyola's Teacher Education programs have established a reputation for producing exceptional educators who become leaders in their schools and in educational communities. The department's programs are grounded in Loyola University Maryland's Jesuit values to inspire students to learn, lead, and serve in a diverse and changing world. The M.Ed. in Special Education program will prepare individuals not just for teacher certification, but to serve as advocates for children with exceptional needs. Students will be challenged to examine their own values, attitudes, and beliefs so they are prepared for the culturally and linguistically diverse classrooms where they will teach.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Aligned to Loyola's strategic goal of educational innovation, the M.Ed. in Special Education will address the distinct needs of the adult learner. Traditional coursework will be offered in an online format in the evenings so that students can continue to work. The department is exploring the establishment of a pathway for students in this program to have paid internships during the final year. The internship is a model of high-impact experiential learning, allowing students to connect course theory and content to practice. Loyola clinical faculty are an integral part of the internship experience; they work closely in the Professional Development Schools where interns are placed, helping to bridge course learning to the practical space of a school.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The implementation of the special education program will be funded by revenue from tuition. During the first year, the School of Education will make a small investment to establish the program until the program grows enough to generate the revenue to support it. (See Tables for Section L.) The School of Education is committed to adequately funding the program through the first five years of the program's implementation.

4. Provide a description of the institution's a commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program

The School of Education's dean, associate dean and department chair will be responsible for academic leadership. Advising responsibilities will be shared by faculty in the department and the Director of Undergraduate and Graduate Programs.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The current structure of the SOE provides a framework that will support this new program. The naming of a program director, the search for a tenure-track professor, and the hiring of a program assistant for the program demonstrates the institution's ongoing commitment. An

ongoing budget established for program marketing will assist with the recruitment of a new class each year that will allow the program to continue.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for the advancement and evolution of knowledge
  - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
  - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

There is a critical need for educators across the US and in Maryland. Maryland, among many states in the US, has been facing a shortage of educators for many years, exacerbated by the pandemic. In the 2021 Teacher Workforce: Supply, Demand, and Diversity report, the Maryland State Department of Education (MSDE) reported that nearly all Local Education Agencies (LEAs) started the 2021-2022 school year with more vacancies than the previous year. In fact, Baltimore County Public Schools reported only 18 vacancies at the start of AY 2020-2021, growing to 265 vacancies at the start of the 2021-2022 academic year. Eleven LEAs reported increased numbers of vacancies over the course of AY 2021-2022. Special education continues to be a critical shortage area, with 446.7 vacancies reported. These alarming numbers have led to school systems offering financial incentives for special educators and have raised growing concerns about special education students receiving the services they need.

Traditional Maryland teacher preparation programs have followed national trends and have seen a 33% decline in enrollment since 2012. Approximately 50% of Maryland certification applicants were prepared in other states. The teaching workforce remains primarily white and female, despite the growing diversity of the student population. The addition of a Maryland Approved Program in Special Education will generate qualified special educators who are prepared to meet the needs of the diverse and growing population of students in the state.

2. Provide evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education

SUCCESS: Promote and implement practices and policies that will ensure student success.

- Priority 5 - Maintain the commitment to high-quality postsecondary education in Maryland.
- Priority 6 - Improve systems that prevent timely completion of an academic program
- Priority 7 - Enhance the ways postsecondary education is a platform for ongoing lifelong learning

This program will be designed to meet the needs of both traditional and non-traditional students. The coursework will be online, and classes will meet in the evenings so that candidates will be able to hold traditional jobs and tend to family obligations. The timeline of the program will be flexible, with candidates able to proceed at the pace that suits their needs (1 – 5 years). The department is exploring the establishment of a pathway for students in this program to have paid internships, which will improve financial access for students.

Loyola University Maryland's Teacher Preparation Programs rely on a clinically-based model, and this program will be no exception. Our candidates are prepared in local Professional Development Schools (PDS), where they learn to teach in existing schools under the guidance of highly qualified mentor

teachers and with the supervision of Loyola Clinical Faculty. These PDS experiences operate in partnership between the LEA and Loyola's Teacher Education Department. The PDS site and the Teacher Education Department at Loyola work collaboratively not only to prepare teachers but also to create positive impact for the program, the school, the community, and education as a whole.

INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.

- Priority 8 – Promote a culture of risk-taking.

This program will create a pipeline of qualified special educators into Maryland's schools, where the true impact on addressing learning challenges can be made. The program is altering its focus on new initial certification students at this time. As such, this program expands lifelong learning opportunities to the general public, including reskilling and up-skilling educational programs. Program faculty have experience as school-based practitioners and will use their pedagogical expertise to engage teacher candidates in learning. The department faculty's approach to learning is rooted in theory yet always connected to practice. Candidates will have the opportunity to observe, practice, and, through a gradual release model, apply their learning in real classrooms with real school children.

### C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Graduates of this program will be highly sought from local school systems. The minimum base salary for teachers will be \$60,000 per year by July 1, 2026. Special educators' starting salaries are higher in most LEAs.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

#### Projections for Maryland Special Education Teachers

Occupation	2020	2030	Change	Pct Change
Special Education Teachers, All Others	632	694	62	10%
Special Education Teachers, Middle School	1,669	1,824	155	9%
Special Education Teachers, Secondary	3,029	3,324	295	10%

Maryland Long Term Occupational Projections 2020-2030, Maryland Department of Labor, Division of Workforce Development and Adult Learning, Office of Workforce Information and Performance  
<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

- Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

#### National Projections for Special Education Teachers

Occupational Title	Employment, 2021	Projected Employment, 2031	Change, 2021-31	
			Percent	Numeric
Special education teachers	476,300	496,900	4	20,600
Special education teachers, preschool	22,000	23,900	8	1,800
Special education teachers, kindergarten and elementary school	188,200	195,300	4	7,200
Special education teachers, middle school	79,400	82,200	4	2,800
Special education teachers, secondary school	147,200	153,400	4	6,200
Special education teachers, all other	39,500	42,200	7	2,700

Source: U.S. Bureau of Labor Statistics, Employment program <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6>

- Provide data showing the current and projected supply of prospective graduates.

School Name	Degree Level	Program Name	CIP	2015	2016	2017	2018	2019	2020
Bowie State University	MASTERS	SPECIAL EDUCATION	131001	5	5	3	6	8	12
Coppin State University	MASTERS	SPECIAL EDUCATION	131099	3	3	4	0	0	1
Towson University	MASTERS	SPECIAL EDUCATION	131001	39	46	31	46	26	66
Univ. of MD, College Park	MASTERS	SPECIAL EDUCATION	131001	59	45	35	17	36	15
Univ. of MD Eastern Shore	MASTERS	SPECIAL EDUCATION	131001	3	5	2	3	4	2
Johns Hopkins University	MASTERS	SPECIAL EDUCATION	131001	45	34	29	13	25	19
Loyola University Maryland	MASTERS	SPECIAL EDUCATION	131001	6	19	14	24	6	0
Loyola University Maryland	MASTERS	SPECIAL EDUCATION-EARLY CHILDHOOD	131099	4	7	0	0	0	0



School Name	Degree Level	Program Name	CIP	2015	2016	2017	2018	2019	2020
McDaniel College	MASTERS	SPECIAL EDUCATION	131001	11	7	12	8	13	7
Mount St. Mary's University	MASTERS	ELEMENTARY AND SPECIAL EDUCATION	131099	2	2	2	3	0	0
Notre Dame of Maryland University	MASTERS	LEADERSHIP IN SPECIAL EDUCATION	131099	29	9	12	15	28	34

Source: MHEC Degree Trend Data, <https://data.mhec.state.md.us/macAux.asp#api>

#### D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

This proposal updates and relaunches an existing program that MHEC endorsed for implementation in the past. This is not a new program proposal. There are several Special Education Programs in the state as listed in the chart above in section C.4. Requirements for working in public institutions requires MSDE approval of programs and therefore all Special Education programs are required to have certain overlap to certification requirements.

Although certain similarities are regulated for special education programs in Maryland, Loyola University Maryland's proposed program differs by also meeting the institution's graduate learning goals in alignment with the institutions mission as *a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.* The institution's unique mission within the state differentiates the program from other MSDE approved programs.

2. Provide justification for the proposed program.

Although there are several programs in the state, the need for special education teachers remains unmet. According to MSDE's 2021 Teacher Workforce: Supply, Demand, and Diversity report, 446.7 vacancies in special education existed, keeping special education a critical shortage area for the state. Loyola hopes to assist in providing the additional workforce required in special education through its unique Jesuit, Catholic mission to its curriculum and maintaining the supports needed our schools, both in the state and region.

#### E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's

Both Bowie State University and Coppin State University offer master's level special education programs. Although Loyola paused its program temporarily, it was in operation while both Bowie and Coppin's programs were operational. It is our understanding Bowie State University is no longer accepting applications for initial certification candidates to their M.Ed. in Special Education program; whereas, Loyola's relaunch of the program will focus on initial certification candidates, making the programs different from each other. Loyola maintaining their Special Education program should have no impact on the implementation or maintenance of high-demand programs at HBI's.

## **F. Relevance to the identity of Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs

Both Bowie State University and Coppin State University offer master's level special education programs. As stated above in Section E.1. Bowie State University is no longer accepting applications for initial certification candidates to their M.Ed. in Special Education program, whereas the proposed program will focus on initial certification candidates. Loyola University Maryland's mission as a Jesuit, Catholic university differs from the missions of both Bowie State University and Coppin State University and should have no impact on the uniqueness and institutional identities and missions of HBIs.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

Loyola placed its long-running M.Ed. in Special Education program on hiatus in 2019 to review the program and consider changes. Based on the current teacher shortage/market needs, the Teacher Education Department was approved by the Maryland State Department of Education to add a dual certification program for elementary and special education for undergraduate students in 2020. This program has successfully drawn interest, and the department is seeking approval to offer an initial certification in special education at the master's level. A team of Loyola faculty who are certified special educators worked together to develop a program of study using the previous program and the courses developed for the undergraduate program as the basis for the new program.

A program director will be named. A search for a tenure-track faculty member in special education will be conducted during AY 2023-2024 and will be hired for AY 2024-2025, when the program re-launches.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The objectives of the program are drawn from the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the Council for Exceptional Children's (CEC) Standards.

### **InTASC Model Core Teaching Standards**

**Standard #1:** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2:** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3:** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4:** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5:** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

**Standard #6:** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7:** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8:** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9:** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10:** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **CEC Preparation Standards**

**Field and Clinical Experience Standard:** Special education candidates progress through a series of developmentally sequenced field and clinical experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

**Standard 1:** Engaging in Professional Learning and Practice within Ethical Guidelines. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

**Standard 2:** Understanding and Addressing Each Individual's Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

**Standard 3:** Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

**Standard 4:** Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision-Making. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

**Standard 5:** Supporting Learning Using Effective Instruction. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual.

Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Standard 6:** Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

**Standard 7:** Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

Assessments in each course are aligned to program outcomes, including InTASC and CEC standards (See Appendix A). Learning outcomes are assessed each year in a cycle that follows institutional guidelines and best practices. Assessment of student learning outcomes is standard practice in the School of Education programs. The SOE has a continuous improvement process, where student learning outcome data is analyzed, curricular revisions are made, and each program generates an annual report submitted to the Assistant Dean for Assessment and Data Management.

Signature assessments are designated throughout the program, with key assessments used at or near the end of the program to assess students' preparation. These assessments are aligned to the learning outcomes, including the national standards (InTASC and CEC) and the SOE's conceptual framework. The assignments are submitted by students into Loyola's assessment platform and are scored by course faculty. Data from the assessments are aggregated for program review.

The data from these assessments are evaluated by faculty, department chairs, institutional administrators, and the Committee on the Assessment of Student Learning. Recommendations for curricular changes based on these evaluations are provided to faculty program leaders for consideration of implementation.

- b) document student achievement of learning outcomes in the program

As required by all Maryland Approved Programs for initial certification, assessment, and documentation of student achievement of the learning outcomes will be systematically collected through Loyola's assessment management platform. Signature assessments that allow program faculty to analyze progress toward the learning outcomes will be required in courses throughout the program; key assessment data collected through licensure exam scores and student portfolios will be used to document student achievement of the learning outcomes upon program exit.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Special Education Admission requirements

- Bachelor's degree in any area
- 3.0 GPA or higher OR passing score on basic skills exam (praxis core, SAT, ACT, GRE)
- Minimum 9 credits ELA (including a literature course)
- Minimum 9 credits math
- Minimum 12 credits science with a lab
- Minimum 12 credits social studies, including US history
- OR (if MSDE will approve) passing score on Praxis 5354 Core Knowledge and Applications (or other exam required for MSDE certification that replace the current MSDE Requirement)
- Prerequisite: One 3-credit course - Introduction to Special Education

CR.	Elementary/Middle Required Courses	Secondary Required Courses	Course Description
	<b>FOUNDATIONS</b>		
3	SE 905 Development and Characteristics of Learners with High Prevalence Disabilities	SE 905 Development and Characteristics of Learners with High Prevalence Disabilities	Students demonstrate knowledge of high prevalence disorders/disabilities typically requiring special education services and/or specially designed instruction. Topics include in-depth study of characteristics and course of atypical growth and development patterns, similarities and differences among and between disabilities, and the lifelong impact of these disabilities. Educational, social, and behavioral issues are covered in detail, as well as other issues specific to learning disabilities, mild intellectual disabilities, ADHD, speech and language impairments, autism spectrum disorders, and emotional and behavioral disorders. The multidimensional impact of overlapping disabilities is emphasized.
3	SE911 Assessment, Diagnosis, and Evaluation of Students with Disabilities	SE911 Assessment, Diagnosis, and Evaluation of Students with Disabilities	Students demonstrate a thorough understanding of the role of the assessment process in education. The content addresses the principles and ethics related to test selection, formulation of diagnoses, and development of appropriate educational programs. Students become familiar with a variety of informal and formal assessment techniques (norm-referenced, criterion-referenced, curriculum-based, and authentic measures). Opportunities to administer, score, and interpret such measures, as well as to demonstrate awareness of the ethical and legal requirements, roles of professionals, and the implications of culture and diversity in the assessment process.

<b>CR.</b>	<b>Elementary/Middle Required Courses</b>	<b>Secondary Required Courses</b>	<b>Course Description</b>
3	SE914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities	SE914A-Communication, Collaboration, and Consultation for Secondary SE Teachers Working with Parents and Professionals Serving Students with Disabilities	Students become familiar with parents' needs and concerns and demonstrate the ability to communicate with parents, as well as assist and encourage them to become active participants in the educational process. Students demonstrate understanding of parent rights, ethical concerns, and professional practices. Students examine the various roles and responsibilities of special and general educators, related service providers, other professionals, and parents. Students demonstrate the principles and techniques of collaboration and consultation necessary to work effectively with interdisciplinary teams and the ability to use various models of service delivery including co-teaching, team teaching, consultative services, response to intervention models, resource services, and itinerant programming. Secondary candidates will also review essential competencies in the areas of career/vocation, daily living, and recreation/leisure skills necessary for independent living, assess student interests and aptitudes, and develop individualized transition plans.
	<b>MANAGEMENT</b>		
3	SE901 Principles of Behavior Management for Special Education	SE901 Principles of Behavior Management for Special Education	Provides a thorough foundation in applied behavior analysis (ABA) and positive behavior interventions and supports (PBIS) for use by special educators or behavioral specialists. Presents behavioral definition and measurement procedures, prompting and reinforcement strategies, systematic behavior change methods, and school-wide behavior support processes. Students use functional behavior assessment methods to assess and discover the function of a child's problem behavior; modify environments to reduce or prevent problem behavior; implement positive behavioral interventions; and program functional alternatives for home, school, or community settings.
	<b>METHODS</b>		
3	SE907 Methods for Teaching Mathematics to Students with Disabilities	SE907 Methods for Teaching Mathematics to Students with Disabilities	Provides an overview of math instruction for the K-12 curriculum. Students demonstrate knowledge of a variety of math instructional techniques and methods, and are able to determine the appropriateness of these techniques in creating and implementing a balanced math program. Current research in the area of math instruction is reviewed.

<b>CR.</b>	<b>Elementary/Middle Required Courses</b>	<b>Secondary Required Courses</b>	<b>Course Description</b>
3	SE912 Instructional Planning, Adaptations, And Learning Strategies For Students with Disabilities	SE912 Instructional Planning, Adaptations, And Learning Strategies For Students with Disabilities	Students demonstrate knowledge of IEP development including measurement, maintenance, and revision. Students construct goals and objectives using assessment information and input from parents and other professionals. Students select and/or modify curriculum and materials and design instructional programs to include appropriate adaptations and accommodations to meet the unique needs of individuals. Students describe the importance of learning environments (e.g., grouping techniques), learning styles, and individual differences and design instruction that encourages motivation and active participation. Lesson planning, critical presentation skills, and various individual and group teaching methods are modeled and rehearsed. The integration of curricula and the use of technology and adaptive equipment are also demonstrated.
	<b>LITERACY ELE/MID</b>	<b>LITERACY SECONDARY</b>	
3	RE762 Early Literacy Assessment and Instruction	RE762 Early Literacy Assessment and Instruction	Students learn a comprehensive array of instructional and assessment techniques and strategies for emergent and developing readers. (Emergent literacy, phonics)
3	RE763 Intermediate Literacy Assessment and Instruction	RE733 Literacy in the Content Area 1	RE 763: Students learn a comprehensive array of instructional and assessment techniques and strategies for independent readers. (Small Group Lesson Planning and Instruction; Disciplinary Literacy/Writing Focus) RE 733: Introduces a wide variety of strategies which use reading, writing, speaking, listening, and viewing to support content learning. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners including struggling readers and multilingual learners

<b>CR.</b>	<b>Elementary/Middle Required Courses</b>	<b>Secondary Required Courses</b>	<b>Course Description</b>
3	RE764 Literacy Assessment and Instruction for Multilingual Learners	RE744 Literacy in the Content Area 2	RE 764: Students learn instructional techniques for literacy instruction to meet the needs of all learners, including multi-lingual learners. This course focuses on whole group lesson planning and instruction RE 744: The second of two courses relating to the research and application that addresses literacy as a tool for negotiating and comprehending content area material. Students revisit and add to a wide range of strategies related to reading, writing, speaking, listening, and viewing in the content areas. Particular attention is given to the instruction/assessment cycle, uses of technology, and supporting diverse learners.
3	SE902 Literacy Instruction for Students with High- Prevalence Disabilities	SE902 Literacy Instruction for Students with High- Prevalence Disabilities	Emphasizes special intervention techniques for accelerating the reading skills of students with mild and moderate disabilities, especially dyslexia and other learning disabilities. Includes validated strategies, explicit teaching procedures, self-regulated methods, and specialized programs which improve student learning in the areas of phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Field-based and in-class projects are used to promote the acquisition and application of validated strategies, multisensory methods, self-regulated instruction, and curriculum-based progress monitoring.
	<b>CLINICAL</b>		
3	TE670 Teacher Research and Inquiry	TE670 Teacher Research and Inquiry	Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.
	<b>PRACTICUM</b>		
1	SE918 Practicum 1	SE918 Practicum 1	The beginning clinical experience where candidates are paired with qualified mentor teachers and apply their learning in the areas of assessment, observation, and data collection; evaluation/adaptation of curriculum and materials; instructional planning and delivery; classroom management; and collaboration, consultation, and communication with parents, teachers, and other professionals. Students demonstrate an awareness of the various ethical, legal, and interpersonal concerns (including cultural issues) and are expected to practice within the CEC Code of Ethics and Standards for Professional Practice.



<b>CR.</b>	<b>Elementary/Middle Required Courses</b>	<b>Secondary Required Courses</b>	<b>Course Description</b>
6	SE919 Practicum 2	SE919 Practicum 2	The full-time clinical experience where candidates are paired with qualified mentor teachers and demonstrate their abilities in the areas of assessment, observation, and data collection; evaluation/adaptation of curriculum and materials; instructional planning and delivery; classroom management; and collaboration, consultation, and communication with parents, teachers, and other professionals. Students demonstrate an awareness of the various ethical, legal, and interpersonal concerns (including cultural issues) and are expected to practice within the CEC Code of Ethics and Standards for Professional Practice.
40	40 CREDITS	40 CREDITS	

The modification to the M.Ed. in Special Education will provide initial certification for either Elementary/Middle School or Secondary School special education teachers. Both areas require the completion of 40 graduate credits, differing between the tracks by three courses. Additionally, successful completion of graduate requirements include the following:

EXIT requirements

- Satisfactory program completion, 3.0 GPA or higher
- Special Education edTPA (passing score)
- Praxis 5205 TRE (passing score)
- Praxis 5354 Content (passing score)
- Subject to change based on MSDE regulations

5. Discuss how general education requirements will be met, if applicable.

Not Applicable

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Program approval from the Maryland State Department of Education (MSDE) will be sought. Candidates will be required to complete all coursework, a minimum 100-day internship, and all licensure exams as required by MSDE.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

The program does not contract with another institution or non-collegiate organization.

8. Provide assurance and any appropriate evidence that the proposed program will provide students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All program requirements, including pre-requisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the graduate catalogue. The program directors will be responsible for ensuring that the webpage is current and that students are informed of any changes. Individual course requirements will be clearly delineated on syllabi and in catalogue descriptions prior to registration. The program directors will also be available to discuss program/course requirements and university services during office hours or by appointment.

Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, the Loyola-Notre Dame Library, a National Fellowships Office, The Study, the Writing Center, and many other support services to assist students for success. As mentioned above, Loyola's website provides the appropriate program costs and student support resources, including required consumer information disclosures.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Loyola University Maryland has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the Office of Marketing and Communications, the Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively. Furthermore, the institution provides clear and accurate program information on the University's website.

Loyola's Enrollment Management team will be sent all the relevant information for the program and works closely with academic departments to ensure that advertised information is clear and accurate. The academic department's website will be a major resource for students. At Loyola, all websites are maintained by the individual departments. This helps to ensure that content is accurate and relevant for anyone who visits a department website.

## **H. Adequacy of Articulation**

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

The program does not currently have an articulation agreement with a partner institution.

**I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).**

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

Program faculty all have extensive experience working in Maryland schools. Full-time and affiliate faculty have held positions in Central Offices in Special Education and/or Literacy, among other accomplishments. They have served as school principals and administrators, have supported general and special educators in schools, and have advocated for special education students. Faculty have taught courses in the Teacher Education Department and have supervised teacher candidates in clinical settings. Currently, a search for a tenure-track professor of Mathematics Education is underway, with plans for a search for a tenure-track professor of Special Education in the following academic year. The new mathematics educator could teach SE 907, Methods for Teaching Mathematics to Students with Disabilities.

Name	Title	Degree/Field	Status	Courses
Leah Saal	Associate Professor of Literacy	Ph.D., Curriculum and Instruction, Literacy Ed.S., Curriculum and Instruction, Literacy and Special Education	FT	RE 763
Monique Yates	Clinical Assistant Professor	M.S. in Special Education, Concentration in Emotional Disorders	FT	SE 901 SE 912
Jennifer Pettey	Clinical Assistant Professor	M.S. Human Resource Development, Concentration in Educational Leadership APC in Special Education	FT	SE 902 SE 905 RE 762
Michele Murphy	Affiliate Instructor	M.Ed. Administration and Supervision B.A., APC in Special Education	Affiliate	SE 914
Colleen Mulgrew	Affiliate Instructor	M.Ed. Special Education, Concentration in Autism	Affiliate	SE 911 SE 912
Melissa Mulieri	Clinical Assistant Professor	M.A. Administration and Supervision	FT	SE 918 SE 919
Melissa Gilroy	Clinical Assistant Professor	M.Ed. Administration and Supervision	FT	SE 918 SE 919
Margarita Gomez	Associate Professor of Literacy	Ph.D. Language, Literacy, and Culture; Second Language Learners	FT	RE 764
Jessica Enos	Clinical Assistant Professor	Ph.D., Curriculum and Instruction, Concentration in Teacher Education and Professional Development	FT	TE 670
Caroline Horwitz Lang	Clinical Assistant Professor	M.Ed., Educational Administration and Supervision APC in Special Education (Infant to adult)	FT	SE 905 SE 912 SE 914
Christina Turner	Affiliate Instructor	NBCT; M.Ed. Administration and Supervision	Affiliate	RE 733
Sedrick Smith	Affiliate Instructor	NBCT; Ph.D. Language, Literacy, and Culture	Affiliate	RE 744
Carla Blackwell	Affiliate Instructor	M.Ed. Literacy	Affiliate	RE 733
TBD*	FTF	TBD	FT	SE 907
* Anticipated hire following approval of proposed program				

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
  - a) Pedagogy that meets the needs of the students

Loyola currently offers two formal university-wide teaching enhancement workshops each year for all faculty, as well as numerous less formal pedagogical opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In 2018 Loyola established Teaching Fellows who act as learning communities to research, incorporate, and disseminate best practices. Cohorts of teaching fellows have been formed for high-impact teaching practices, equity and inclusion, and digital teaching and learning. In addition, full-time faculty are provided with travel funds to attend conferences on the national and international level where teaching methods for K-12 and postsecondary levels are discussed and studied.

b) The learning management system

Loyola uses the Moodle learning management system and has a staffed technology center. Support includes a help line for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The institution also provides an Office of Digital Teaching & Learning that provides additional support and training for distance education courses and digitally enhanced student learning support.

c) Evidenced-based best practices for distance education, if distance education is offered.

Loyola University Maryland is approved to offer distance education by the Middle States Commission on Higher Education and the Maryland Higher Education Commission. The School of Education has offered distance education programs for several years and is aware of the pedagogy involved in both face-to-face and distance education courses. Faculty professional development includes opportunities for distance education instruction and design, while the School of Education administrators provide oversight and review of instruction for all teaching and learning modalities. Review of faculty instruction and student satisfaction are reviewed throughout the academic year. Additionally, the Office of Digital Teaching and Learning instructional designers provide trainings and review for distance education courses and are available to develop on-line classes. Loyola as a whole follows quality assurance standards for online education programs including adhering to C-RAC guidelines.

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Please See Appendix C: Library Resources.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Although the program was put on hiatus in 2019 while determining how best to serve students and maintain viability, the resources required for the program have been maintained. Loyola's School of education includes eight full-time faculty and two affiliate faculty qualified to teach in the Special

Education M.Ed. program (See Section I – Faculty Table).

While the program is to be taught through distance education, the University and the School of Education are fully equipped with resources associated with physical facilities, infrastructure, and instructional equipment, more than adequate to the program's requirements for excellence.

Because the proposed program relies primarily on already-existing resources, there should be no change in needs for existing facilities, equipment, or laboratories. The program is budgeted to initially include one new faculty member and a program assistant. These funds will be provided from within the budget of the proposed program and the School of Education. The Loyola School of Education and the Office of Academic Affairs have committed to the resources required for the library and marketing of the program. If the program is successful, an affiliate faculty member could be added to the program, and the expenditure would be offset by tuition revenues.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and

Students are provided with an electronic mailing system and other technologies listed above in section I.2. The institution has several computer labs and utilizes Moodle as our classroom learning platform.

- b) A learning management system that provides the necessary technological support for distance education

All students enrolled in the program are provided access to the university's learning management system. The Office of Technology Services provides technical support for all student email accounts and for those using the learning management system. The Office of Digital Teaching and Learning provides additional support to students and faculty specifically for distance education courses. Loyola is approved to offer distance education by the Middle States Commission on Higher Education and the Maryland Higher Education Commission. Loyola is a participant in SARA and follows C-RAC guidelines.

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1 (below) addresses the program resources. Modest revenues are projected for the program based on projected student enrollment and tuition revenue. After the first year of the program implementation revenue is expected to outpace expenses. The proposed program is a high need area for the state and region, and regional enrollment calculations are modest.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$120,600.00	\$308,250.00	\$441,000.00	\$511,200.00	\$522,000.00
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	NA	NA	NA	NA	NA
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	10	25	35	40	40
e. Credit Hour Rate	\$670.00	\$685.00	\$700.00	\$710.00	\$725.00
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	\$120,600.00	\$308,250.00	\$441,000.00	\$511,200.00	\$522,000.00
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$120,600.00</b>	<b>\$308,250.00</b>	<b>\$441,000.00</b>	<b>\$511,200.00</b>	<b>\$522,000.00</b>

2.a. The numbers of students recruited would rise by 5 each year, starting with 10 in year 1 and rising to 20 in year 3 and beyond

2.d. Based on modest enrollment modeling

2.e. Tuition rises at ~2% per year

2.f. Program is a 40-credit program with students averaging 18 credits per year. The table accounts for each student being in the program for 2 years (which only gives them 36 credits instead of 40); this just builds in a bit of attrition.

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Table 2 (below) addresses the program's expenditures. The proposed program will be implemented with existing resources of the institution with expected tuition revenue offsetting program expenditures for added faculty and staff. Projections for the first-year revenue are slightly below expenditures and the School of Education is committed to meeting any deficits within the first year. Upon the second year of the program, revenue should exceed projected expenses.

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$ 49,362.00	\$101,685.72	\$104,736.29	\$217,583.80	\$224,111.31
a. Number of FTE	0.50	1.00	1.00	2.00	2.00
b. Total Salary	\$38,000.00	\$78,280.00	\$ 80,628.40	\$166,094.50	\$171,077.34
c. Total Benefits	\$11,362.00	\$23,405.72	\$24,107.89	\$51,489.30	\$53,033.98
2. Admin. Staff (b + c below)	\$64,950.00	\$66,898.50	\$68,905.46	\$71,573.62	\$73,720.83
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$50,000.00	\$51,500.00	\$53,045.00	\$54,636.35	\$56,275.44
c. Total Benefits	\$14,950.00	\$15,398.50	\$15,860.46	\$16,937.27	\$17,445.39
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$14,000	\$14,250	\$14,500	\$14,750	\$15,000
<b>TOTAL (Add 1 – 7)</b>	<b>\$128,312.00</b>	<b>\$182,834.22</b>	<b>\$188,141.75</b>	<b>\$303,907.42</b>	<b>\$312,832.14</b>

1. Faculty salaries rise at 3% per year
  - 1.a. The program would start with .5 FTE and build over time to 2 FTE.
  - 1.c. Current benefits, on average, are 29.9% of salary. Value historically has slowly increased. Slight increase projected for Year 4.
- 2.a. A FT Program Assistant is budgeted; other support staff come from existing admin assistants
- 2.b. \$50,000 for the Program Assistant is near the top of the pay scale
7. Marketing budget is \$9000 per year in year 1 and increases slowly in subsequent years. Program director stipend included

**M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Loyola University Maryland utilizes several mechanisms for evaluating courses, including student course evaluations, faculty peer evaluations, and faculty annual updates. The latter require faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of student learning achievement. In the case of Loyola's special education program, a review will be performed annually by the Chair of teacher education. Student learning outcomes are evaluated in alignment with university practice and School of education practices. Data are collected in a web-based assessment platform and are evaluated at designated points through the program to assess student progress toward achievement of the outcomes. Key assessment data is reviewed each year to inform curricular revisions.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

At the end of each semester including summer semesters, signature and disposition assessment data is analyzed and reviewed by program director. Any concerning areas are addressed with the department. At the end of the spring semester, key assessment data, retention/graduation data, and other data focused on SOE initiatives are analyzed and reviewed. Faculty engage in annual data retreat to determine program/curricular changes that need to be made based on the results. Program and/or course revisions are implemented in the following year.

As indicated in Section G.3. assessment of student learning outcomes is standard practice in School of Education programs. The SOE has a continuous improvement process, where student learning outcome data is analyzed, curricular revisions are made, and each program generates an annual report submitted to the Assistant Dean for Assessment and Data Management.

Signature assessments are designated throughout the program, with key assessments used at or near the end of the program to assess students' preparation. These assessments are aligned to the learning outcomes, including the national standards (InTASC and CEC) and the SOE's conceptual framework. The assignments are submitted by students into the LiveText assessment platform and are scored by course faculty. Data from the assessments are aggregated for program review.

The proposed program will follow established procedures in the SOE to analyze student retention data each year. Students will be assigned a program advisor to support them not only with course planning and registration, but also guiding them toward campus resources to assist as needed.

The SOE surveys program completers at exit and alumni at 1, 3, and 5 years after graduation. Data from these surveys is used in the continuous improvement process at the program level. Faculty are engaged in the continuous improvement discussions.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The M.Ed. in Special Education program will focus recruitment efforts on recent graduates, career changers, and through Local Education Agencies (LEAs). Research has shown that requiring passing scores on a basic skills exam (e.g., Praxis Core) disproportionately impacts individuals of color and discourages them from entering the field. MSDE now allows preparation programs to accept a 3.0



GPA in lieu of a basic skills exam. This program will not require basic skills scores for entry for applicants with a 3.0 GPA or higher.

Each student will be assigned an academic advisor who will guide them through the course sequence while also providing supports and referrals to campus resources as needed.

Currently the department is piloting activities to provide additional supports and to help build community for graduate students in other programs who are working full-time and taking classes. These activities will be available to students in the M.Ed. in Special Education program.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposed program is not a low productivity program.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

All courses will be completed virtually; the clinical experiences, including practicum, will be in person in Professional Development and partnership school sites.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Loyola University Maryland is approved by the Middle States Commission on Higher Education to offer distance education programs. The University is a member of NC-SARA and abides by its regulations and policies, including C-RAC guidelines. The institution maintains an Office of Digital Teaching & Learning that provides additional support to supplement learning with digitally enhanced supports. Instructional designers within the Office of Digital Teaching & Learning provide trainings and review for distance education courses and are available to develop on-line classes. The development of online courses at Loyola University is based on industry best practices as well as institution-specific quality benchmarks.

The Office of Digital Teaching & Learning, composed of instructional designers and multimedia technicians, is charged with ensuring the highest quality standards in online teaching and learning. In this way, Loyola University Maryland's online course design, development, and delivery frameworks are consistent with, while also extending beyond, the recommendations of and standards set forth by the industry leading standards-based frameworks of Quality Matters and the Online Learning Consortium Quality Scorecard, while also incorporating the Community of Inquiry framework to further define and inform measures of quality.

	SE 905	SE 911	SE 914	SE 914A	SE 901	SE 907	SE 912	RE 762	RE 763	RE 764	SE 902	RE 733	RE 744	TE 670	SE 918	SE 919
<b>InTASC Standards</b>																
1: Learner Development	x			x	x			x	x	x	x	x				x
2: Learning Differences	x			x	x		x	x	x	x	x	x		x		x
3: Learning Environment	x				x					x	x	x				x
4: Content Knowledge						x	x	x	x				x			x
5: Application of Content						x	x	x	x				x			x
6: Assessment		x				x	x	x	x	x	x		x	x	x	x
7: Planning for Instruction						x	x	x	x	x	x		x	x	x	x
8: Instructional Strategies						x	x	x	x	x	x		x	x	x	x
9: Professional Learning and Ethical Practice		x	x	x	x					x	x			x	x	x
10: Leadership and Collaboration		x	x	x						x					x	x
<b>CEC Standards</b>																
1.1	X	X		x	x		X								X	X
1.2	X	X		X	x		X								X	X
1.3	X			X												X
2.1	X	X	X	X	x		X				X			x	X	X
2.2	X	X	X	X	x		X				X			x	X	X
3.1	X	X		X	x	x	X	x	x	x	X	x	x		X	X
3.2	X	X		X		x	X	x	x	x	X	x	x		X	X
4.1	x	X		X		x	X	x	x	x	X	x	x	x		X
4.2	x	X		X		x	X	x	x	x		x	x	x		X
4.3	X	X		X		x	X	x	x	x	X	x	x	x		X
5.1	X	X		X		x	X	x	x	x	X	x	x		X	X
5.2	X			X		x	X	x	x	x	X	x	x		X	X
5.3	X					x		x	x	x	X	x	x			X
5.4	X					x		x	x	x	X	x	x		X	X
5.5	X			X		x	X	x	x	x	X	x	x			X
5.6	X					x	X	x	x	x	X	x	x		X	X
6.1	X		X	x	x		X								X	X
6.2	X		X	x	x		X									X
6.3	X		X	x			X									X

	SE 905	SE 911	SE 914	SE 914A	SE 901	SE 907	SE 912	RE 762	RE 763	RE 764	SE 902	RE 733	RE 744	TE 670	SE 918	SE 919
7.1	X	X	X	X							X					X
7.2	X	X	X	X	x						X			x	X	X
7.3	X	X	X	X	x										X	X
7.4	x	X	X	x											X	X
Graduate Learning Goals																
Master Knowledge and Skills																
master the skills, methods and knowledge appropriate to the discipline	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
synthesize knowledge using interdisciplinary approaches						x	x		x			x	x	x	x	x
acquire the tools to continue professional development and life-long learning		x	x	x			x					x	x	x	x	x
Think Critically																
access, analyze, and evaluate information effectively		x		x	x		x	x	x	x	x	x	x	x	x	x
Disseminate/communicate information effectively		x	x	x		x	x			x	x	x	x	x	x	x
Manifest Leadership and Social Responsibility in the Workplace and Community																
understand and value individual differences	x		x	x	x		x			x	x	x		x	x	x
comprehend ethical principles	x	x	x	x	x						x			x	x	x
contribute professionally and personally to the community			x	x						x	x			x	x	x
consider issues of justice in making decisions	x	x	x	x	x					x	x	x		x	x	x

### Loyola Special Education Master's Program Requirements Comparison

Current Program Elementary/Middle	Proposed Program Elementary/Middle		Current Program Secondary	Proposed Program Secondary
ED600 Foundations in Research	<b>TE670 Teacher Research and Inquiry</b>		ED600 Foundations in Research	<b>TE670 Teacher Research and Inquiry</b>
RE762 Assessment and Instruction in Reading 1	RE762 <b>Early Literacy</b> Assessment and Instruction		n/a	<b>RE762 Early Literacy Assessment and Instruction</b>
RE763 Assessment and Instruction in Reading 2	RE763 <b>Intermediate</b> Literacy Assessment and Instruction		<b>Literacy in the Content Area 1 - prerequisite</b>	RE 733 Literacy in the Content Area 1
n/a	<b>RE 764 Literacy Assessment and Instruction for Multilingual Learners</b>		n/a	RE 744 Literacy in the Content Area 2
<b>SE901 Applied Behavioral Programming (was elective)</b>	<b>SE901 Principles of Behavior Management for Special Education</b>		SE901 Applied Behavioral Programming	<b>SE901 Principles of Behavior Management for Special Education</b>
SE902 Literacy Instruction for Students with High-Prevalence Disabilities	SE902 Literacy Instruction for Students with High-Prevalence Disabilities		SE902 Literacy Instruction for Students with High-Prevalence Disabilities	SE902 Literacy Instruction for Students with High-Prevalence Disabilities
SE905 Development and Characteristics of Students with Mild to Moderate Disabilities	SE905 Development and Characteristics of Students with Mild to Moderate Disabilities		SE905 Development and Characteristics of Students with Mild to Moderate Disabilities	SE905 Development and Characteristics of Students with Mild to Moderate Disabilities
SE907 Mathematics Methods, Strategies, and Instruction for Students with Special Needs	SE907 Mathematics Methods, Strategies, and Instruction for Students with Special Needs		SE907 Mathematics Methods, Strategies, and Instruction for Students with Special Needs	SE907 Mathematics Methods, Strategies, and Instruction for Students with Special Needs
SE909 Instructional Methods and Technology in Elementary Content Areas for Students with High Prevalence Disabilities	<b>n/a (integrated throughout program)</b>			
SE911 Assessment, Diagnosis, and Evaluation of Students with Special Needs	SE911 Assessment, Diagnosis, and Evaluation of Students with Special Needs		SE911 Assessment, Diagnosis, and Evaluation of Students with Special Needs	SE911 Assessment, Diagnosis, and Evaluation of Students with Special Needs
SE912 Instructional Planning, Adaptations, And Learning Strategies For Students with Disabilities	SE912 Instructional Planning, Adaptations, And Learning Strategies For Students with Disabilities		SE912 Instructional Planning, Adaptations, And Learning Strategies For Students with Disabilities	SE912 Instructional Planning, Adaptations, And Learning Strategies For Students with Disabilities
SE913 Comprehensive Classroom Management	<b>n/a (integrated in new SE 901)</b>		SE913 Comprehensive Classroom Management	<b>n/a (integrated in new SE 901)</b>

Current Program Elementary/Middle	Proposed Program Elementary/Middle		Current Program Secondary	Proposed Program Secondary
SE914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities	SE914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities		SE914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities	SE914A Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities
			SE 916 Promoting Successful Transition to Postsecondary Settings for Students with Special Needs	n/a (included in SE 914A)
			SE917 Instructional Methods and Technology in Secondary Content Areas for Students with High Prevalence Disabilities	n/a (integrated throughout program)
SE918 Practicum I: Teaching Students with Special Needs (3 cr.)	SE918 Practicum I: Teaching Students with Special Needs (1 cr.)		SE918 Practicum I: Teaching Students with Special Needs (3 cr.)	SE918 Practicum I: Teaching Students with Special Needs (1 cr.)
SE919 Practicum II: Teaching Students with Special Needs (3 cr.)	SE919 Practicum II: Teaching Students with Special Needs (6 cr.)		SE919 Practicum II: Teaching Students with Special Needs (3 cr.)	SE919 Practicum II: Teaching Students with Special Needs (6 cr.)

## Library Resources

Loyola already offers other initial education certification programs and has an undergraduate program for special education. Therefore, existing library resources will provide adequate support. In addition to education journals and texts, LNDL subscribes to the Teaching Channel to provide video examples of exemplary teaching strategies.

### Definition of the Program:

Library staff reviewed the following programs at other academic institutions to get a baseline of resources needed to support master's level courses in a Special Education and Teaching degree program.

### Similar Programs

- George Mason University – [Special Education, M.Ed.](#)
- University of Maryland – [Special Education, M.Ed. without Certification](#)
- University of Virginia – [Master of Teaching: Special Education](#)
- University of San Francisco – [MA in Special Education with Credential](#)

### Relevant Research Guides

- Drexel University: <https://libguides.library.drexel.edu/specialeducation>
- California State University, Northridge: <https://libguides.csun.edu/special-education/getting-started>
- Eastern University: [https://libguides.eastern.edu/special\\_needs\\_ed](https://libguides.eastern.edu/special_needs_ed)
- University of Texas, Austin: <https://guides.lib.utexas.edu/specialeducation>
- George Mason University: <https://infoguides.gmu.edu/specialed>
- Vanderbilt University: <https://researchguides.library.vanderbilt.edu/c.php?g=690427&p=4882309>

### Resources that Support the Program:

#### Books

LNDL and other USMAI libraries provide access to 3,170 items categorized as “Special Education,” “Inclusive education,” and “Special Education – Study and teaching” under Library of Congress subject headings. Roughly half of the available titles were published 2010-2022.

*Library of Congress Subject Headings (broad to narrow) that cover:*

#### Broad:

Special Education  
Inclusive Education  
Students with disabilities

#### Narrow:

Inclusive education – Case studies  
Inclusive education – United States  
Special education – Study and teaching  
Special education – Study and teaching – Case studies  
Special education – Study and teaching – Delaware – Maryland  
Special Education – Study and teaching – United States  
Students with disabilities – Education – Case studies

#### Journals

The library provides full-text access to the following key journals in this field:

Through current journal issue

- Exceptional Children: Journal of the International Council for Exceptional Children (1999-present)
- Focus on Autism and Other Developmental Disabilities (1996-present)
- International Journal of Inclusive Education (1997-present)
- Journal of Deaf Studies and Deaf Education (1996-present)
- Journal of Learning Disabilities (1968-present)
- Journal of Positive Behavior Interventions (1999-present)
- Journal of Special Education (1996-present)
- Learning Disability Quarterly (2001-present)
- Remedial and Special Education (1984-present)
- Teaching Exceptional Children (1999-present)

Select years or publisher embargoed content

- Augmentative & Alternative Communication (03/01/2001-present; full text delay 15 months)
- Education and Training in Autism and Developmental Disabilities (2013-present)
- Teacher Education and Special Education (2003-2004)
- Topics in Early Childhood Special Education (1993-2002)

### **Databases**

LNDL subscribes to several databases that would support this program including:

- Dissertations & Theses (ProQuest)
- Education Database (ProQuest)
- ERIC
- JSTOR
- Linguistics and Language Behavior Abstracts (LLBA)
- Mental Measurements Yearbook
- ProQuest Ebook Central
- PsycInfo
- Sage
- Science Direct
- Taylor & Francis Education Journals

Google Scholar (in particular), Web of Science, Academic Search Complete, Project MUSE, Oxford Journals Online, and Academic OneFile also support education research. The database choice will depend on students' specific research topics, so it varies widely.

### **Technology Support**

LNDL offers a wide variety of technology that would support the instruction of the program, including virtual reality, 3D printers, a recording studio, visualization wall with touch screen capacity, video editing software, 360 cameras, laser cutter, and a large format printer.

### **Research & Instruction Support**

The Research and Instruction unit offers online and face-to-face scheduled consultations and assistance via 24/7 chat, the Help Desk, phone, and e-mail to support the research needs of these students. Because this is a graduate program and students will likely be unfamiliar with the Library, the Education Liaison Librarian can collaborate with faculty to develop just-in-time research instruction. Additionally, existing library tutorials can be embedded into the learning management system to orient students to general Library services and resources.



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